



DASMAN دسمن
BILINGUAL SCHOOL مدرسة ثنائية اللغة

*Special Needs and
Vocational Division*

Parent-Student Handbook
2019-2020

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School Guiding Statements

Mission

DBS offers a variety of educational programs to equip our students with 21st century skills, knowledge and values required to become global citizens.

Vision

DBS aims for authentic learning and character development in a safe, positive and nurturing learning environment.

Strategic Values

ENGAGE EMPOWER INNOVATE

Motto

Differentiate, Accommodate and Facilitate

School Values 2019/2020

RESPECT RESPONSIBILITY HONESTY EMPATHY

We at Dasman embrace the UN Declaration of Human Rights and The Convention of Rights of the Child.

DBS is a member of UNESCO

Dasman Bilingual School defines learning as a process of acquiring knowledge, skills, values and competencies that can be applied to everyday life.

Special Education Needs Division Guiding Principle

Provide multi-disciplinary support services to facilitate the academic, social and emotional development of students.

Vocational Division Guiding Principle

Equip students with a blend of academic and workforce competencies.

21ST CENTURY LEARNING EXPECTATIONS

ACADEMIC				SOCIAL	CIVIC
COMMUNICATION	Critical Thinking	COLLABORATION	COLLECTION OF INFORMATION		
Listen actively	Ask clarifying questions	Work independently and collaboratively	Access and organize information	Show respect	Display global awareness
Articulate thoughts and ideas through non-verbal means	Evaluate evidence	Contribute ideas and stimulate creativity	Evaluate and cite sources accurately	Embrace diversity	Value and respect school and community property
Use multiple forms of media	Justify arguments	Assume shared responsibility	Stimulate intellectual curiosity	Maintain values and develop self-esteem	Be an informed and involved citizen
Read, analyze and comprehend a wide range of materials	Draw conclusions	Assist others in their roles	Use information and technology ethically and responsibly	Show consideration and tolerance	Exercise rights and responsibilities of a citizen
Read critically for understanding	Identify, analyze and solve problems	Keep an open mind	Employ media literacy skills to research	Utilize technology responsibly	Take personal responsibility for actions
Write for a variety of purposes in a variety of genres	Transfer problem-solving skills	Apply strategies in conventional and unconventional ways	Utilize real-world digital technology effectively	Exhibit responsible, respectful and appropriate behavior	Respect diversity in culture, gender and ethnicity
Communicate clearly through speaking	Reflect on learning	Take a variety of roles		Set personal and career oriented goals	Participate in community service initiatives
Exhibit creativity and innovation	Reason effectively	Respect different viewpoints		Abide by school rules and regulations	Be an advocate for positive change
Design presentations	Acquire and apply skills and knowledge			Make informed decisions	

Principal's Message

Dear Parents,

A warm welcome to the 2019/2020 school year. Our focus this year will remain on best teaching practices where teaching is student centered and aimed at equipping students with understanding, basic academic/work skills, confidence and values needed to function as well rounded and productive members of an ever changing and challenging society.

As every year, the 2019/2020 school year will be packed with a variety of memorable, educational and fun activities and events that will contribute to the educational as well as social and emotional development of our students.

My staff and I continue to commit to building a safe and positive learning environment for our students. We will strive to provide the best possible opportunities for our students to learn to the best of their abilities.

This handbook provides important information regarding the Special Needs and Vocational Programs and you are urged to take the time to read through it carefully. Should you have any queries, please do not hesitate to contact us directly.

Our motto remains “All children matter, therefore, no student will be left behind”.

Best wishes,

Ms. June Wyngaard
Special Needs Principal

Special Needs/Vocational Division Policy

Definition of Learning

Learning is the process of equipping students with life and work skills and knowledge as well as confidence and values needed to function as well rounded and productive members in a challenging society.

Special Needs and Vocational Program Description

The Special Needs program is designed to provide students, with mild to moderate learning disabilities, with an opportunity to gain basic academic and life skills in order to prepare them for a relatively independent lifestyle once they leave school. Due to the nature of their learning disabilities, these students are unable to benefit from a mainstream curriculum in regular classes.

Every student who is admitted to the program is fully assessed and an Individual Education Plan (IEP), with specified goals and objectives, is developed based on the student's needs. The IEP follows a Special Needs Curriculum that is, to some extent, aligned with the elementary curriculum. Learning materials are differentiated where needed, taking into consideration not only the student's needs but also his/ her preferred learning style.

There are six classes in all levels. Classes are self-contained and color coded within each level. Classes range from mainly academic to more life skills orientated. Placement in these classes depends on the level of learning disability and needs of the student. The maximum class size is 10 students. Special Needs classes are staffed with qualified and ministry approved Teachers and Teacher Assistants. Additional services: Speech, Physical or Occupational Therapy and Individual Counseling, are available to students who require them.

Students who complete the Special Needs program have the option to register for the Vocational program which equips students between the ages of 16 and 21, with an array of skills beyond basic academic and Life Skills in preparing them for assisted/fully independent lives. The ASDAN programs (Bronze, Silver, Gold and Cope levels 1 and 2) on offer cover a range of modules including: Communication, The Community, Sport and Leisure, Home Management, The Environment, Number Handling, Health and Survival, World of Work and Science and Technology. The BTEC programs cover the following units amongst others: Understanding how to use Office Equipment, How to Handle Mail, Using E-mail, Producing a CV. Each module/unit has specific challenges that ensure students apply the skills learned in the real world. In Mid-March every year students do a two-week work experience both within the school as well as in companies and local businesses to put in practice what they have learned throughout the year.

The Special Needs/Vocational Program Admission Requirements

1. Full Scale IQ of 80 and below
2. A diagnosed learning disability by the Public Authority for the Disabled or an accredited outside agency
3. Basic/ functional language skills (English or Arabic)
4. Testing by the SEN psychologist

Disability categories include: Physical Impairment (minor Cerebral Palsy); Speech and Language Disorder; Specific Learning Disability; Developmental Delay

Factors That Would Prevent Admission to the Program

- Developmental age of less than three years
- Inability to use the bathroom independently
- No/limited English or Arabic language skills
- Limited mobility: student is unable to use stairs or move around school independently
- Moderate to severe behavior problems or a Behavior Disorder
- Serious Medical Conditions

Admission Team

Initial admission to the Special Needs/Vocational program is based on tests conducted by the SEN psychologist, screening, assessment and classroom observation. Team members involved in this process are: Special Needs Principal, School Psychologist and Classroom Teacher. Input from a Specialist may be required. A recommendation is made to the Superintendent, who will make a final decision based on the recommendation by the team.

Student Transfer

Student transfers from Mainstream to Special Needs or from Special Needs to the Learning Support Unit, is determined by the Child Study Team. The team include: Superintendent, Principals, School Psychologist, Teachers (SN, LSU, and Arabic), and Guidance Counselor. In order for a student to transfer, the above team members must approve the decision.

A. Transfer from Special Needs to Learning Support Unit:

- Student should have a full scale IQ of at least 90
- Have a diagnosis of a learning difficulty (not a cognitive impairment) from the Public Authority of the Disabled or an accredited outside agency.
- Student will take an admissions test when parents request for admission to LSU, *they will be referred to the Registrar* and start the admission procedure from scratch. Students will have to go through the entire process of assessment (conducted by the mainstream psychologist), classroom observation and CST as if they are new applicants to the school.

B. Transfer from Mainstream/ LSU to Special Needs

- Full Scale IQ of below 80
- A diagnosed mild to moderate learning disability by the Public Authority of the Disabled or an accredited outside agency

C. Transfer within Special Needs/Vocational

Should a student show above average progress within a specific class level/attain Vocational program goals before the end of the school year, the student may be considered for transfer to a more challenging class/program within the same class level/ASDAN or BTEC.

The Special Needs/Vocational Division does not have a trial period after admission to the program as the division has predetermined criteria that would deny a student admission to the program. However, in the event of a student being unable to adjust, or where needs cannot be adequately met, the Son/daughter Study Team will re-convene to determine an amendment to the student's IEP and services. Should alternative intervention strategies still prove to be ineffective, the team will meet with parents and recommend alternative school or program placement.

The Child Study Team (CST)

To best serve the needs of your son/daughter, it is critical to continually review the placement and services being provided. The Special Needs/Vocational staff members are the primary source of information for the Child Study Team (CST). The CST provides the forum for reassessing placements and addressing problematic situations that may arise immediately and efficiently. Educational planning and reviews are done collaboratively by the parent and CST.

SPECIAL NEEDS AND VOCATIONAL ADMISSION POLICY

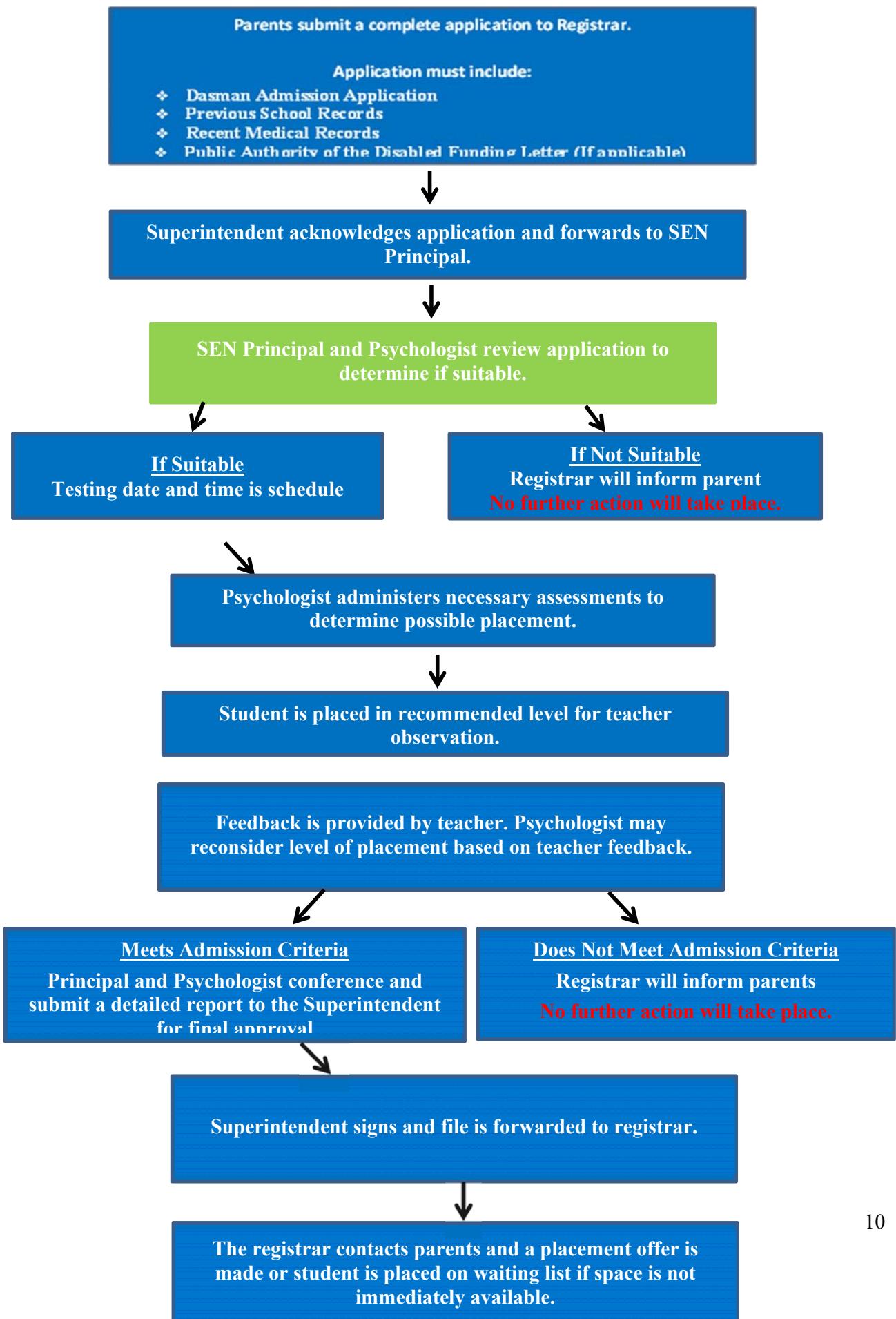
Dasman accepts students regardless of race, religion, nationality or learning disabilities, who can benefit from the school's Arab-American (SEN)/British (Vocational) curriculum. Admission is subject to availability of space and meeting the admission requirements.

Students admitted to the Special Needs/Vocational program should have basic English and Arabic language skills to meet the instructional demands.

Students may be admitted for one academic year, provided they meet Dasman's academic and behavioral expectations. Close parental cooperation with the school is also mandatory for admission. Dasman reserves the right to have a student withdrawn in compliance with the Ministry of Education guidelines, if it is deemed by the administration to be in the best interest of the student or the school. The school reserves the right to deny re-enrollment for those who do not meet the academic and behavior standards.

Admission Procedures:

The chart below shows the step-by-step admission procedure for new students.



Registrar complies and photocopies required documentation and copies are in the SEN or Vocational division student and SEN psychologists files.

(NOTE: Screening for additional services such as speech, physiotherapy and occupational therapy is done once the student starts school. Service provision is dependent on the availability on therapists' caseloads).

Disability Categories:

In all categories, your son/daughter's class placement and services in school will be determined by the Child Study Team (CST) and the special educational services available.

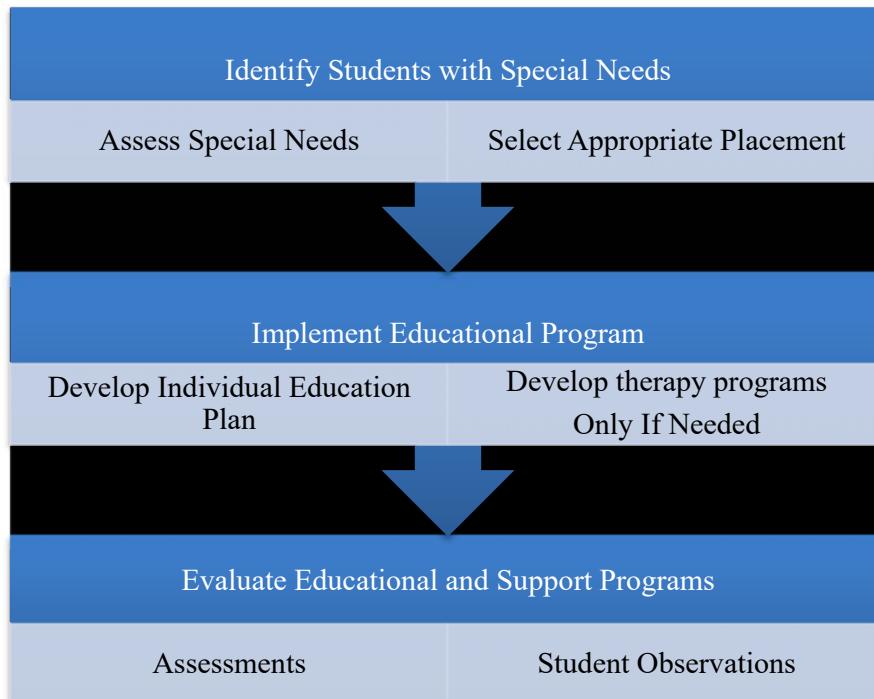
The Special Needs/Vocational Division provides educational services for students who demonstrate a variety of learning disabilities. The students to whom we are able to provide service and support fall within the following categories below.

- **Category A:** Physical Impairments (mild Cerebral Palsy only)
- **Category B:** Speech and Language Disorders
- **Category C:** Specific Learning Disability
- **Category D:** Developmental Delay

Placement:

The chart below shows the placement procedure.

(Note: Identification and assessment of Special Needs/Vocational students is generally done by the Public Authority of the Disabled)



Special Needs Division:

Self-Contained Classes:

A self-contained class follows a full day program and is located on the same campus as mainstream school. The classes usually consist of students who cannot be educated fittingly within a regular classroom setting. Self-contained classes are characterized by highly individualized, closely supervised specialized instruction.

Students considered for placement in Self-Contained Special Needs classes must be diagnosed with a significant learning disability or impairment of some kind reflecting a cognitive delay. Students who have physical, mental or emotional needs that cannot be met in a general education classroom may be taught in a classroom with other students who have similar needs.

Class Placement:

In our program classes are self-contained with a maximum of up to ten students per class. Classes are color coded and designed to meet specific needs.

Red, Blue and Purple classes are designed for students with mild learning disabilities where the focus is primarily on teaching academic skills. Orange, Green and Lime classes are designed for students with moderate learning disabilities where the focus is more on teaching Life Skills.

Students remain two years within a level. However, within this two-year period, a student could move laterally, to the next color, provided the student shows significant progress in meeting his/ her IEP goals.

Vocational Division:

Is a work skills based program designed for students after they complete class level 11/12. Students considered for placement in the Vocational Program must meet the following criteria:

- Be between the ages of 16 and 20
- Have no behavior disorder
- Receive a recommendation from current teacher.

Program Placement:

Students are placed in programs in the Vocational Division (ASDAN CoPE, Gold, Silver, Bronze and BTEC Principles of Business Administration and BTEC Work and Independence) based on their abilities.

Student Placement Chart:



A student's placement is critical for his or her success. It is our belief that students with special needs benefit more from instruction in a class with a low teacher-student ratio. Our classes have 10 students hence the ratio is 5:1. This practice supports more individualized support to meet the needs of the students.

SPECIAL NEEDS/VOCATIONAL TEAM

Teachers:

All Special Needs/Vocational Teachers must hold a degree in Special Education in order to meet the requirements of the Ministry of Education and the Public Authority of the Disabled. Having fully qualified staff ensures that students receive the best possible educational opportunities during their time at Dasman Bilingual School.

Teacher Assistants:

Teacher Assistants are also required to hold a degree, not necessarily in Special Education, in order to meet the requirements of the Ministry of Education. They are encouraged to continually take refresher courses in Special Education in order to understand and assist students with a range of disabilities.

Arabic and Islamic Teachers:

The Arabic and Islamic Studies Program is delivered by qualified teachers approved by the Ministry of Education.

Specialist Teachers:

In addition, both Special Needs and Vocational Divisions also have **Art, Music, Computer** and **Physical Education Teachers**. They are qualified and are also approved by the Ministry of Education. These teachers deliver programs suitable to the needs of our students.

Psychologist:

The SEN Psychologist is on staff for admissions testing, placements, maintenance of Special Needs/Vocational student records, as well as standardize testing.

Counselor:

The counselor is fully certified and is available throughout the year to assist students and parents on matters concerning academic progress, personal welfare, behavior interventions and social/emotional development.

Therapists (SUPPORT TEAM):

As part of services offered, Dasman has trained therapists on staff. The **Speech, Physio** and **Occupational therapists** assess, develop and implement programs for students with related needs. Additionally, they also communicate with teachers to impart strategies in managing students with particular needs within the classroom environment.

THERAPY SERVICES

Physical Therapy

The physiotherapist plans the Intervention Program. The plan is either maintenance or a treatment type or a combination of both depending on the deficit areas. This may include the following:

- Improvement of range of motion at different body joints
- Stretching shortened soft tissues
- Improvement of muscle tone/ power/control
- Postural correction and awareness
- Balance and equilibrium
- Gait reeducation
- Bilateral hand function
- Endurance and tolerance for exercise and handling
- Advice on seating, positioning and needed adjustments within the learning environment
- Class and home programs are designed and planned upon the request of the teacher and parents.

Occupational Therapy:

Occupational therapy (OT) focuses on helping students achieve independence in all areas of their lives. Occupational therapists assist students by helping them acquire the skills needed to be successful in learning and living. These skills may include fine motor skills such as gripping a pencil and cutting with scissors, and student organization.

Speech and Language Therapy:

The Speech therapists provide diagnostic and therapeutic services to eligible students that have been diagnosed as having delayed or inappropriate speech and/or language skills. Articulation and language therapy and alternative forms of communication are the basic therapeutic components provided. Therapy objectives are determined for each student by both formal and informal assessments. These objectives are an integral part of each student's individual educational plan. Both the teacher and parents should be involved with working on the student's objectives outside of therapy to encourage carryover of newly learned skills.

Health Services:

The school nurse is on duty for the entire school day. If a student needs to go to the nurse during the school day, the student will be escorted by either a teacher or teacher assistant. *Parents must inform the teacher and the nurse of any allergies or illnesses that their son/daughter may have.* All medication that a student must take during the school day must

be given to the nurse as soon as the student arrives to school along with directions for administration. The nurse will administer the medicine as required. **No student is allowed to be in possession of any type of medication at school.**

Counseling Services:

The Special Needs and Vocational Divisions are serviced by a certified Professional School Counselor that works solely with the students, parents and staff members in both divisions. The school counselor is available throughout the year to assist students and parents on matters concerning academic progress, personal welfare, behavior interventions and social/emotional development. The counselor works closely with the Special Needs and vocational teachers and administrators to provide resources and training to help support the needs of the students. The school counseling services provided include:

- Character Education
- Social Skills Training
- Classroom Guidance
- Short-Term Individual Counseling
- Parental Support
- Outside Referrals

ACADEMIC MATTERS

Curriculum:

The Special Needs Division follows its own curriculum for Language Arts, Math and Science. The curriculum is comprised of Standards and Benchmarks based on an American model. Following the same model, Life Skills has been integrated throughout the curriculum and incorporates personal hygiene, healthy habits, social/emotional development and skills for daily living.

The Vocational Division follows the ASDAN Curriculum and the BTEC Qualification Curriculum.

Individualized Education Plan (IEP):

Once a student is admitted to our program, an informal diagnostic assessment is done by the classroom teachers and a provisional Individualized Education Program is developed based on the needs of the student. The teacher meets with the parents to discuss the IEP. Parents are given the opportunity to discuss any concerns or provide input. If parents are satisfied with the IEP, they sign off and the IEP is implemented. Parents receive the original IEP and a copy is filed with student records.

The IEP is based on the Special Needs/ASDAN/BTEC Curricula and contains annual goals. It allows for differentiation to accommodate students' level of functioning. The IEP is

revised twice a year and amended when needed, with parental consent. The IEP remains active until the student completes the program.

Homework:

Homework is a necessary part of our educational program. Students are given homework regularly and are expected to complete the assigned tasks. Assisting your son/daughter with their homework is a good way to learn more about their abilities and is highly encouraged.

ASSESSMENT POLICY

Philosophy:

Assessment at DBS is geared toward improving, rather than simply documenting, student performance. The use of assessments to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses as well as the effectiveness of the program. The objectives and process of any assessment should be clearly explained to the students and parents.

Assessment Principles:

The school recognizes that good assessment is built upon the following basic principles:

- The purpose of and criteria for the assessment should always be explicit so that students know and understand in advance the criteria for producing a quality product or performance.
- The best interests and progress of the students should be paramount.
- Assessment is an integral part of the learning process which demonstrates a range of knowledge, conceptual understandings and skills.
- Assessment information should be shared with the student and parents.
- Assessment should be ongoing and reflective, accurate, and as objective as possible.
- Assessment should take many forms, gathering information from several contexts and using a variety of methods depending on the needs of the student and the nature of what is being assessed.
- Effective assessment takes into account varied learning styles, multiple intelligences, abilities to express their understanding and cultural expectations, especially for those students whose first language is not English.
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students.
- The assessment activity should be appropriate to the age and developmental level of the student and based on real-life experiences that can lead to further inquiries.
- The results of the assessment should have credibility with all those involved in it, and the results should be able to be communicated clearly.

Types of Assessments:

Formative assessment:

Formative assessment is interwoven with the daily learning and provides both teachers and students with useful feedback on how well students understand and apply new concepts, skills, and knowledge.

Summative assessment:

Summative assessment takes place at the end of the teaching and learning process and gives students the opportunity to demonstrate what has been learned. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes. These can address multiple learning styles.

Baseline Assessment Tests:

Baseline assessment is done using standardized achievement tests to determine a student's functioning level. This test is done at the Beginning of the Year (BOY) and at the End of Year (EOY).

Internal Assessments:

Oral Language Assessment:

- Students' reading skills are assessed regularly throughout the year.

Writing Assessment:

- Students' writing skills are assessed informally. In Red and Blue classes, teachers may use common writing assessment rubrics.

Examinations:

- Mid-year and End of year exams/assessments are administered in Middle and High School sections.

Internal Verification:

- Vocational students are assessed continuously by their teachers.
- Student portfolios are compiled.
- Teacher peer assessment is conducted throughout the year to ensure that the assessments meet the standards and criteria of UK awarding bodies (EDEXCEL and ASDAN).

External Assessments:

The Woodcock Johnson III and WRAT are standardized achievement tests that are used to determine reading, comprehension, writing and numeracy levels. These tests can be scored based on age norms or grade norms.

In Vocational representatives from the Awarding bodies (ASDAN and Pearson BTEC) visit the school annually to ensure the standards and criteria for each program on offer is met.

Assessment Strategies:

Assessment strategies are selected by teachers based on student functional level.

Observations:

- are made often and at regular intervals
- are made of individuals, groups and whole class
- are made in different contexts to increase validity

Performance Assessments/Task Analysis:

- are goal directed tasks with established criteria and often opportunities for problem solving
- use multiple skills
- have more than one correct response

Assessment Tools:

Running Records	Observations	Tests
Conferences	Portfolios/Course Work	Writing Samples
Homework	Quizzes	Logs/Journals
Classroom Displays	Retelling	Skills Checklist
Exhibitions	Worksheets	Projects
Video/Photography	Collaborative Work	Oral Assessments
Artistic responses, including art, drama, songs, poetry		

Reporting:

Reporting is a mean of giving feedback from assessment. It describes the progress of students' learning and identifies areas for growth.

Scheduled Teacher-Parent Conference:

This is a formal conference between both homeroom teachers, therapists who work with the student, and the parents to provide feedback about the student's progress and needs.

Teachers take this opportunity to answer the parent's questions, to address their concerns and to help define their role in the learning process.

Conferences:

During any time of the year, both teachers and parents can request a conference to discuss the progress of a student. The principal needs to be informed of the meeting date and approve of time. The Principal, teachers and therapists can be asked to participate in the meeting as needed.

Written Reports:

Dasman Bilingual School issues four report cards during the school year: 1st Quarter, Mid-Year, 3rd Quarter and End of Year.

Grading Criteria:

Students receive grades based on the achievement of their IEP goals. IEP refers to the Individual Education Plan. See the key below.

Letter Grades	Achievement of Individualized Education Plan Objectives and Expectations
A	The student has demonstrated <u>all</u> the required knowledge and skills outlined on IEP.
B	The student has demonstrated <u>most</u> of the required knowledge and skills outlined on IEP.
C	The student has demonstrated <u>some</u> of the required knowledge and skills outlined on IEP.
D	The student has demonstrated <u>few</u> of the required knowledge and skills outlined on IEP.

Special Needs students do not receive a high school diploma at the end of class level 11/12. They receive a certificate of completion and move on to the Vocational program (ages 16 – 20) which is Work Skills based. The same grading system (based on the achievement of IEP goals) applies for Vocational as for Special Needs.

SCHOOL LIFE

Attendance:

Attendance is very important to the academic and social success of students. Daily school attendance provides students with numerous educational opportunities and is essential in teaching students routines for later in life. Daily school attendance also assists students with making and maintaining friendships, increasing confidence and self-esteem and improving social skills.

Excessive Absences:

The Principal and Senior Registrar will meet with the parents of students with a track record of excessive absences at the beginning of the new school year and inform them of the following:

1. Students' attendance will be monitored closely – attendance records will be sent to the Senior Registrar on a continual basis.
2. In the event of excessive absences, the school will take the following action in accordance with a circular from the Ministry of Education dated 16 March 2016:
 - 1st Warning letter to parents: if a student is absent for 5 consecutive days without a valid excuse.
 - 2nd Warning letter to parents: if a student is absent for 10 consecutive days without a valid excuse.
 - 3rd Warning letter to parents: if a student is absent for 15 consecutive days without a valid excuse.
3. Upon parents receiving the 3rd Warning letter, the Senior Registrar will inform the Public Authority of the Disabled.
4. If students exceed the 15 days of absences, the school reserves the right to terminate the student's enrollment, effective immediately.

Parents will sign a form in acknowledgment of receiving this information after the meeting.

*Valid excuses include:

- Medical treatment trip
- Illness
- Death in the family

Tardiness to School:

School begins at 7:30 and students are expected to be in Flag Ceremony at that time. A student entering after 7:30 will be issued a late slip. This is considered an unexcused absence for that lesson.

Early Departure from School:

Students should only leave school early for medical reasons or a major family crisis, as missed classes hinder the students' success. Written notice from the parent, including time leaving and reason, must be provided to the office if a student must be dismissed early from school. Once the request is approved by the Principal, a release will be issued to the student so that it can be presented to the security guard at the gate when the student leaves. All other early releases from school, without the approval of the Principal, will be considered an unexcused absence for the lessons missed.

Uniforms and Appearance:

Students are to maintain a personal appearance that is consistent with the expectations of the society in which we live and study and which follows the standards and regulations of Dasman Bilingual School. Cleanliness, modesty and concern for Kuwait cultural expectations are the key to acceptable appearance for school.

The uniform policy for Dasman Bilingual School is listed below:

Division	Summer Uniform	Winter Uniform
KG/ Elementary	<p>Boys: Light blue DBS short sleeves shirt with Plain navy blue uniform pants or shorts. No sportswear except for P.E.</p> <p>Girls: Blue and white stripes DBS school dress/cardigan.</p>	<p>Boys: Blue DBS long sleeves shirt. Plain navy blue uniform pants. Navy blue DBS jacket. No sportswear except for P.E.</p> <p>Girls: Blue DBS long sleeves shirt. Plain navy blue uniform skirt or pants. Navy blue DBS jacket. No sportswear except for P.E.</p>
Class 1/2 Class 3/4 Class 5/6		
Middle School	<p>Boys: Light blue short/long sleeves Polo shirt with DBS logo. Plain navy blue uniform pants or shorts below the knee. No jeans or sports trousers except for P.E.</p>	<p>Boys: Light blue long sleeves Polo shirt with DBS logo. Plain navy blue uniform pants or shorts below the knee. DBS navy blue zip up sweater and/or fleece jacket (no logos). No jeans or sports trousers except for P.E.</p>
Class 7/8	<p>Girls: Light blue short/long sleeves shirt with DBS logo. Plain navy blue uniform skirt or trousers. No jeans or sports trousers except for P.E.</p>	<p>Girls: Light blue short/long sleeves shirt with DBS logo. Plain navy blue uniform skirt or trousers. DBS navy blue zip up sweater and/or fleece jacket (no logos). No jeans or sports trousers except for P.E.</p>

Department	Summer Uniform	Winter Uniform
High School	<p>Boys: White short/ long sleeves Polo shirt with DBS logo. Plain navy blue uniform pants or shorts below the knee. No jeans or sports trousers except for P.E.</p>	<p>Boys: White short/ long sleeves Polo shirt with DBS logo. Plain navy blue uniform pants or shorts below the knee. DBS navy blue zip up sweater and/or fleece jacket (no logos). No jeans or sports trousers except for P.E.</p>
Class 9/10 Class 11/12 Vocational	<p>Girls: White short/long sleeves shirt with DBS logo. Plain navy blue uniform skirt or trousers. No jeans or sports trousers except for P.E.</p>	<p>Girls: White short/long sleeves shirt with DBS logo. Plain navy blue uniform skirt or trousers. DBS navy blue zip up sweater and/or fleece jacket (no logos). No jeans or</p>

		sports trousers except for P.E.
Shoes	Boys and Girls: Black, sensible flat dress shoes (no sports shoes or shoes with logos, no “crocs”)	
P.E. Uniform	Dasman Bilingual School PE Uniform is required when participating in PE class. P.E. Uniform is grey DBS t-shirt and grey DBS sports trousers. They may be purchased at the Uniform Store. Athletic shoes should be of the quality required by the PE Department.	
Accessories and Make-up	Girls may wear small stud earrings and a watch. Make-up and colored nail-varnish are not allowed, nor are body piercings. Boys may choose to wear a watch. Any other items or clothing that distract from the learning of others are not acceptable. Students not in correct uniform will not be allowed into class and must wait in the school office until proper uniform is provided. The Administration reserves the right to specify what is appropriate.	

Discipline Policy:

It is the policy of Dasman Bilingual School to provide a healthy and safe environment, to protect the rights of others, to enhance learning and to teach the skills of respect and responsibility.

It is important that the home and school work together to ensure appropriate in-school behavior. Parents will be notified if the student is experiencing behaviors that lead to trouble. Equally parents will be notified of the student's excellent behavior. The school would appreciate being informed of changes in the home life of the student that would influence his/her behavior.

From time to time, students may display inappropriate behavior that detracts from their own learning or the learning of others. Should a student engage in inappropriate behavior, he/ she will be disciplined as follows:

Discipline Procedures in (Class 1/2 – Class 3/4 – Class 5/6)	
Behavior	Consequences
<u>In the Classroom</u>	<p><u>5 infractions within a 3/4 period time block</u></p> <ul style="list-style-type: none"> • Noncompliance toward class rules and expectations • Disruptive behavior: continuous crying/ screaming/ constant movement around the class • Bringing potentially harmful toys and equipment to school. <ul style="list-style-type: none"> • 15-minute detention with appointed teacher during lunch • Referral to an appointed teacher's class or office. Should behavior continue, parents to be called to take student home • Confiscating the toy and taking away student's activity of choice during free time (to be determined by the class teacher)
<u>On the playground</u>	Consequences

<ul style="list-style-type: none"> • Using bad language • fighting 	<ul style="list-style-type: none"> • 2 warnings; upon 3rd warning, no playground for the following day • Immediately send back to classroom with no privilege of playground for the following day
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Discipline Procedures in (Class 7/8 – Class 9/10 – Class 11/12 - Vocational)		
Behavior	Description	Possible Consequences
Cell Phones and Electronic Devices	<ul style="list-style-type: none"> • Bringing and using cell phones and electronic devices during unauthorized times 	<ul style="list-style-type: none"> • Take away the device from student. Parent must pick up.
Disobedience	<ul style="list-style-type: none"> • Failure to respond or carry out a reasonable request by a staff member. 	<ul style="list-style-type: none"> • Lunch detention • Withdrawal from special area classes such as PE, Music, Computer or Art • Meeting with parents
Dress Code	<ul style="list-style-type: none"> • Violation of school dress code 	<ul style="list-style-type: none"> • Students are not allowed into class until proper uniform is delivered.
Fighting	<ul style="list-style-type: none"> • Physical contact, physical assault or threat of physical assault. • All participants in the fight are considered guilty regardless who started the fight. 	<ul style="list-style-type: none"> • Immediate suspension • Meeting with parents • Warning letter
Inciting disorder	<ul style="list-style-type: none"> • Any behavior that detracts from learning of others or threatens from the calm nature of the school. 	<ul style="list-style-type: none"> • Lunch detention • Withdrawal from special area activities. • Meeting with parents. • Warning letter
Obscenity	<ul style="list-style-type: none"> • Use of obscene or vulgar language by students in verbal or written form, or in gestures or pictures. 	<ul style="list-style-type: none"> • Lunch detention • Warning letter
Bullying / Harassment	<ul style="list-style-type: none"> • Any conduct that intimidate others or creates a hostile and offensive environment. 	<ul style="list-style-type: none"> • Lunch detention • Meeting with parents • Warning letter/Suspension
Weapons	<ul style="list-style-type: none"> • Possession of weapons, knives or any dangerous objects. 	<ul style="list-style-type: none"> • Immediate removal of weapon. • Out of school suspension. • Meeting with parents and issuing a warning letter.

SEVERITY CLAUSE: If a student's behavior becomes unmanageable or a danger to themselves or others, parents will be called to immediately pick up the student.

GENERAL INFORMATION

Students Diary/Communication Log:

All SEN and Vocational students are issued a student diary at the beginning of the year. Students are expected to bring the diary with them every day. Homework assignments and notes to parents will be written in the diary. Parents are expected to read and sign the diary every day.

Class Activities:

- **Field Trips:** All field trips must be approved by the Superintendent and the Ministry of Education. Students are expected to be on their best behavior when on field trips or they may not be able to attend future trips. Teachers may ask parents to attend field trips if necessary. *Please note that students must wear the school uniform when going on a field trip.*
- **Parties:** If you are planning to celebrate your son/daughter's birthday, please let the teacher know two days prior to the celebration.

Electronic Devices:

Electronic devices (mobile phones, i-Pads, etc.) are generally not allowed at school. In the event that the teacher has given students permission to bring in these devices, they may only use them during the designated time. These items may not be used on the bus, during break or during instruction. Failure to follow the rules set forth by the teacher will result in the loss of the privilege.

Lunch Break:

Students can purchase lunch from the school canteen. It offers a variety of items such as sandwiches, salads, fruit, snacks and drinks. Students should form an orderly line and wait for their turn. Students may only purchase items during the lunch break.

Students may also bring their lunch from home. We ask that parents provide students with a healthy lunch that includes fruits, vegetables and fresh juices. Please limit or avoid sending items that are high in sugar such as sweets and foods with dyes in them. Please contact the counselor or nurse if you have questions or need suggestions about items to send with your son/daughter.

Behavior: Students are expected to stay in the designated areas during break time. They are to refrain from fighting and/or using bad language. Failure to do so will lead to consequences as outlined in the discipline policy.

SEN/Vocational Library/Media Center:

The SEN library includes books, magazines, pamphlets, computers and other academic resources. Students are expected to behave in a manner that maintains a positive learning environment. There will be no eating, drinking or disruptive behavior in the library. Students should use low voices while in the library to avoid distracting others. Students may borrow books from the library at scheduled times. They should be returned by the due date or a fine will be imposed. Report cards will not be issued until all fines for lost or damaged books are paid.

Dropping and Picking Up Students:

- *In the morning:* Parents drop students in the D7 or Vocational reception area. Assistants on duty escort students to classes.
- *At the end of the day:* Classes 1/2 assistants escort students to the D7 reception at 12:50 to hand them over to their parents. Class 3/4, 5/6, 7/8, 9/10 and 11/12 teachers are responsible for escorting students to the D7 reception at 1:55 to hand them over to their parents. Assistants escort Vocational students to the D2 gate at 1:55.

School Bus Safety Tips and Rules:

Escorting Bus Students:

- *In the morning:* A teacher on duty in the bus area receives the Special Needs/Vocational bus students and escort them to the D7 or Vocational reception area. Assistants on duty in the reception will then escort them to their classes.
- *At the end of the day:* Class assistants are responsible for escorting students to the bus area at 1:55.

At the Bus Area (End of Day Procedures):

- Students are only allowed to proceed to the bus area when **ALL** the buses have arrived and parked.
- If a bus is late; the students riding that bus are kept in the waiting area with adequate supervision until the bus arrives.
- Assistants remain in the bus area until the last bus leave to supervise students.
- **Assistants make sure that:**
 - a. Students walk safely across the bus area and stay away from the street.
 - b. Students don't run between parked buses.
 - c. Each student ride his/her designated bus.
 - d. Students sit in the allocated seat.
 - e. Students stay on the bus while waiting for the others to arrive.

School Bus Conduct:

Parents should discuss bus conduct and safety rules with their son/daughter. To ensure the safety of those who ride the bus, observance of certain rules is necessary. Respect for others is expected on the buses at all times. Your son/daughter should understand that riding a school bus is a privilege and unruly conduct on the bus is a risk to the safe operation of the bus.

Bus Safety Rules:

- Do not push or shove other students.
- Sit in your designated seat. Fasten your seatbelt.
- Listen and be courteous to the bus driver and supervisor/nanny.
- Do not leave your seat until the bus arrives at your house.
- Keep the aisles clear. Backpacks or books can trip someone or block the way to the emergency.
- Do not put your head or arms out of the windows when on the bus.
- Do not eat or drink on the bus.
- The ignition of matches, lighters, etc. is prohibited.
- No object is to be thrown into, out of, or inside the bus.
- Students must not use obscene language, gestures or offending signs.
- Fighting, yelling or loud talking is not permitted.
- Willful destruction or defacing of a school bus or private property surrounding, harassment or intimidation of others is not permitted.
- Students will never use the rear emergency exit except upon the direction of the driver or other competent authority.
- Students are not allowed to request or order the bus driver to stop at any place (Grocery Shop or ice cream street vendors).

School Bus Safety Tips for Parents:

Bus drivers, students, parents and school personnel all share a responsibility to ensure that son/daughter get to and from school safely every day. Here are a few tips that will help you to reinforce the school bus safety message with your son/daughter:

- Help your son/daughter get on and off the bus safely in the morning and afternoon.
- Review the bus safety rules with your son/daughter, stressing on its importance.
- Make sure that your son/daughter's clothing and book bag do not have loose strings or straps that can be caught on the bus handrail, door, or seats.
- School bus discipline is a cooperative effort among student, parent, bus driver, bus supervisor and Admin Manager to ensure the safety of all students. Misbehavior on a school bus is highly distracting to the driver and creates an unsafe condition.
- The bus driver and supervising nanny/minder merit the respect and courtesy due to all school personnel. Please teach your son/daughter to listen to the instructions given by them.

- Students MUST directly enter the house when they get off the bus in the afternoon.
Youngsters MUST be received by a parent or a caregiver.

United Nation Declarations

Universal Declaration of Human Rights

Introduction

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article I

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. 2. Everyone has the right to equal access to public service in his country. 3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and son/daughterhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

The United Nations Convention on the Rights of Children:

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from

Article 3

All organizations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6

Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 7

Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8

Governments should respect a child's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15

Children have the right to meet with other children and young people and to join groups and organizations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 17

Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children who are born in that country

Article 23

Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24

Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28

Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30

Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31

Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32

Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33

Governments should provide ways of protecting children from dangerous drugs.

Article 34

Governments should protect children from sexual abuse.

Article 35

Governments should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.

Article 42

Governments should make the Convention known to all parents and children.

Child Protection Policy

Dasman Bilingual School adheres to the following articles as stipulated by **The Public Administration for Private Education**

Article 1:

The child is each (male /female) who is under 18 years of age.

Article 2:

The abuse against the child or bad treatment includes all forms of body or emotional abuse or both, the sexual abuse, neglect or commercial abuse which leads to actual or potential harm to the child's health, his growth and dignity.

Article 3:

In each Health area, and according to a decision by the under Secretary of Health, a Team for Child's protection shall be formed (SCAN Team).

The team of Child's protection consists of:

1. Pediatric Specialist Doctor (2)
2. Internal Medicine Doctor (2)
3. Nurse in the Pediatric section (2)
4. Social Specialist (2)
5. Psychiatric therapist (2)
6. Representative from the Juveniles Protection department – MOI.
7. If necessary, a specialized Doctor (Obstetrics, Psychic Doctor, Orthopedics Doctor).

Article 4:

All doctors in hospitals, Medical Care Centers, in case they suspect of a child abuse case (Bodily or psychological) should report the case using the reporting Form (enclosed) or call the Child's Protection Team (SCAN Team).

Article 5:

When a child's abuse case is detected, the Team shall report it to the Juveniles Protection Dept- Ministry of Interior to take the necessary action (Hot line 25632140).

Article 6:

The SCAN team has the following duties:

1. Follow up the cases of assaults or abuse against the child and take the necessary actions, in strict confidential manner.
2. Examine the reported cases.
3. Record the Child's details as provided in the enclosed Form.
4. Inform the Child's family, or those who take care of him, of the Doctor's remarks and of the procedures taken in this regard.
5. Issue a medical, psychological and social report for the case, and get them approved by the Section Head and the Hospital Administration.
6. The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior shall be informed to take the necessary actions (medical Report, the recommendations and Report Form enclosed).
7. The Child and his family shall be referred to the Social development office for psychic and social treatment and follow up.
8. Receiving the reported cases of bad treatment or abuse referred by the Health Care Centers, casualties or other sources (schools, police stations and Private Medical Centers).

Article 7:

In each hospital a special office for SCAN team shall be established, through which it will practice its duties and the tasks entrusted to them.

Article 8:

The main office of Child's protection shall be based in the Ministry and to be subordinate to the legal Department of MOH.

Office Duties

1. Receive the notifications on each cases of assault against the child through the Hot Line (151).
2. Send the reports to the SCAN Team according to the respective Health area.
3. Send the reports referred from the SCAN Team to The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior for follow up.
4. The office shall document the reported cases and keep in file the letters exchanged between the main office and other offices.

Article 9:

The Health Licenses Department shall send a Circular to the Doctors and officers of the Private medical sector to detect and follow up the suspected case of Child abuse and inform the Child's protection Teams according to the Civil ID of the Child.

Article 10:

The above Resolution shall be informed to the concerned parties for implementing and shall be effective as from above date.

Purpose:

Dasman Bilingual School fully recognizes its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide all with the guidance they need in order to keep children safe and secure in our school, to inform parents and guardians how we will safeguard their children whilst they are in our care, and ensure that DBS has student protection measures in place to:

1. Protect students while in the school's care from all acts and omissions constituting physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and bullying.
2. Identify and support those students who may have suffered such abuse or neglect, as strongly enforced by **The Public Administration for Private Education**
3. Emphasize that all DBS staff are mandated reporters of cases of abuse and/or suspected abuse inside and outside the school.
4. Define duties and responsibilities of School Principals and school staff for responding to suspected cases of child abuse and/or neglect.

Context:

We recognize that children have a right to feel secure and cannot learn effectively unless they do so. Parents, caregivers, guardians, and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse, corporal punishment, bullying, or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact the relevant authorities, without notifying parents if this is in the child's best interests.

At DBS, we strongly recognize the need for vigilant awareness of child protection issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, students and parents should feel secure that they can raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by having clear child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning.

In keeping with the above safeguarding statement, the school requires that all persons having regular or unsupervised access to children will be required to produce proof of their having no history of committing any offence (police clearance and letters of recommendations) that would suggest they

present a risk to children. The proof of such should be provided by a recognized law enforcement agency with contact details being provided for verification purposes.”

Aims:

These procedures apply to all staff and employees working in the school. The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of students at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff.
- Develop, implement and review procedures in our school that enable all staff to identify and report cases, or suspected cases, of abuse.
- Support students who have been abused in accordance with an agreed child protection plan.
- Support children with additional needs.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with Ministry of Education and school policies and procedures in collaboration with the authorities.

Whole Staff Responsibilities:

This school recognizes that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are heard.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- Treat all disclosures with the strictest confidence.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by providing a copy of this policy on request and posting a copy on the school website.
- Notify the relevant authorities of any cases of alleged or suspected child abuse.
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the school counselor if there is an unexplained absence of several days.
- Maintain confidentiality throughout reporting procedures, data collection, and information storage.
- Train all school leaders and identified staff members in Child Protection policies and procedures.
- Develop effective links with relevant authorities and Child Protection Centre.
- Liaise with other agencies that support students.
- Ensure that there is a senior designated person/Child Protection Liaison Officer (CPLO) appointed and this individual is trained appropriately.

Child Protection Liaison Officer (CPLO) responsibilities

In DBS, the CPLO are the School Counselors. He or she will:

- Ensure that the school management and staff are fully aware of and understand their responsibilities and obligations under this policy.
- Ensure they have received appropriate training.
- Ensure every member of staff knows the name of the designated CPLO, their role and their contact details.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person CPLO.
- Ensure that whole school training occurs every three years so that every member of staff can fulfil their child protection responsibilities effectively and to comply with the requirements of the Ministry of Education.
- Keep written records of child protection concerns that are kept securely and separately from the main student file and use these records to assess the likelihood of risk.
- Ensure that copies of child protection records and/or records of concern are transferred as appropriate (separate from student files) when a child leaves the school.
- Ensure that where a student leaves the school, necessary information is transferred to the new school in a timely manner.

Responsibilities of adults within the school community:

- All adults are required to be aware of and alert to the signs of abuse.
- If an adult identifies that a child may be in an abusive situation they should record their concerns and report them to the CPLO as soon as possible.
- If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy.
- If the disclosure is an allegation against a member of staff, they will follow the allegations procedures attached to this policy.

As a school we will educate and encourage students to keep safe through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Definitions and Indicators of Abuse and Negligence

What is abuse and negligence?

Abuse and negligence are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by a stranger. They may be abused by an adult or adults, or another child or children.

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

Corporal Punishment:

Corporal punishment is a physical punishment inflicted on a child by a teacher or any adult in any authority, such as the guardian, as a form of discipline, and is considered as physical abuse.

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worth less or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Peer on Peer Abuse:

Peer abuse is behavior by an individual or group, intending to physically, sexually or emotionally hurt others. Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. All staff should recognize that children are capable of abusing their peers.

Negligence:

Negligence is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The nature of negligence:

Negligence is a lack of parental care. Poverty, lack of information or lack of adequate services can be contributory factors.

Negligence can include parents or caregivers failing to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision or stimulation.
- Ensure access to appropriate medical care or treatment.

Research has highlighted the following examples of the negligence of children under 12:

- Frequently going to school hungry.
- Frequently having to go to school in dirty clothes.
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse.
- Being abandoned or deserted.
- Living at home in dangerous physical conditions.
- Not being taken to the doctor when ill.
- Not receiving dental care.

Negligence is a difficult form of abuse to recognize and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Negligence is often noticed at a stage when it does not pose a risk to the child. Research would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm.

Negligence is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated CPLO.

Indicators of negligence:

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognize that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of negligence:

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioral indicators of negligence:

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional Abuse:

The nature of Emotional Abuse:

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify, recognize, and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person, as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and caregivers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse:

Developmental issues:

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behavior:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behavior (such as rocking, hair-twisting, thumb-sucking) • Self-mutilation • Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behavior – e.g., wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late Social issues
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behavior
- Insecure, clinging behavior
- Poor social relationships

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration; restlessness, aimlessness
- Extremes of passivity or aggression

Physical Abuse:**The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (Appendix 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / Factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.

- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle.
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks (rings on the child's arms, legs, or body, indicating that a portion of the child's body has been immersed in hot water)
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- No explanation is forthcoming
- The child (or the parent/caregiver) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault.

You should be concerned if the child or young person:

- Is reluctant to have parents/caregivers contacted.
- Runs away or shows fear of going home.
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport;
- Wears long sleeves during hot weather;
- Is unnaturally compliant in the presence of parents/caregivers;
- Has a fear of medical help or attention;
- Reports a punishment that appears excessive.

Sexual Abuse:

The nature of sexual abuse:

Sexual abuse is often perpetrated by people who are known and trusted by the child (e.g., relatives, family friends, neighbors, babysitters, people working with the child in school, faith settings, clubs or activities).

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other caregivers especially) are not suspicious of their motives.

Peer on Peer Abuse:

Nature of Peer on Peer Abuse

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Types of abuse: Peer on Peer

There are many forms of abuse that may occur between peers. Each form of abuse or prejudiced behavior is described in detail followed by advice and support on actions to be taken.

1. Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behavior, including accidentally before considering the action or punishment to be undertaken.

2. Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behavior may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

3. Bullying

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally or for a particular reason e.g. size, hair color, gender, sexual orientation, and excluding someone from a group on purpose.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumors online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games

- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

4. Sexting

The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Examples of Child Sexual Exploitation include associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults.

5. Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organization such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6. Prejudiced Behavior

The term prejudice-related bullying refers to a range of hurtful behavior, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalized, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

7.Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behavior, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Child Protection Procedures:

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Appendix A).

If a member of staff suspects abuse (e.g. through physical injury) they must:

1. Record their concerns.
2. Report it to the CPLO / Principal immediately
3. Consider if there is a requirement for immediate medical intervention and if so assistance must be called for

4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations,
 - Dates and times of any discussions they were involved in,
 - Any injuries,
 - Explanations given by the child / adult, and
 - What action was taken

The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the CPLO must:

1. Decide whether or not there are sufficient grounds for suspecting child abuse in which case a referral must be made to the MOI Child Protection Centre Hotline: (147 or 25632140). and make a clear statement of:
 - The known facts
 - Any suspicions or allegations
 - Whether or not there has been any contact with the child's family If the CPLO feels unsure about whether a referral is necessary they can phone MOI Child Protection Centre to discuss concerns and obtain advice.To do so will not constitute a child abuse referral and may well help to clarify a situation.
2. If there is no clear risk of harm the CPLO will either actively monitor the situation or seek advice from the MOI Child Protection Centre.
3. The CPLO must confirm any referrals in writing to MOI Child Protection Centre, within 24hours, including the actions that have been taken. The written referral should be made using the referral form attached to this document.
4. If a child is in immediate danger and urgent protective action is required, the police should be called using the 147 service. The CPLO should also notify the MOI Child Protection Centre of the occurrence and what action has been taken. The CPLO should seek advice from the police / MOI Child Protection Centre about informing the parents.
5. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to MOI Child Protection Centre. However, in accordance this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.
6. Where there are doubts or reservations about involving the child's family, the CPLO should clarify with MOI Child Protection Centre or the local police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPLO should help the parents understand that a referral is in the interests of the child and that the school will be involved in the police investigation.
7. When a student is in need of urgent medical attention and there is suspicion of abuse the CPLO or Principal should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified MOI Child Protection Centre. The CPLO should seek advice about what action the MOI Child Protection Centre will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until MOI Child Protection Centre and/or the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the

parents there must be a responsible adult with the child at all times, whether from the school, MOI Child Protection Centre or the police.

When dealing with allegations against staff, governors and volunteers:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal within 24 hours of complaint.
- If an allegation is made against the Principal, the concerns need to be raised with the School Board and Ministry of Private Education as soon as possible and within 24 hours.
- In either event the Principal should contact the MOI Child Protection Centre Hotline: 147

Child Volunteering Information:

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawings etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a Child Confides in You: Things you should do:

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reactions. Be reassuring. – You can say "That must have been sad/hard for you," or "It's right to tell someone because you need help." – Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated.
- Avoid directly questioning the child as much as possible, just listen and be supportive
- It may be appropriate to check that the child is indicating abuse or neglect
- Check if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using child's own language and colloquialisms. Then sign it, and hand your record to the CPLO immediately.
- Keep a copy of your notes
- Look after yourself by seeking some support

Things you SHOULD NOT do:

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe
- Malign the character of the alleged perpetrator
- Jump to conclusions
- Ask leading questions
- Ask for lots of details about the alleged event(s)
- Speculate or accuse anybody yourself

- Make promises you can't keep
- Pre-empt or prejudice an investigation by leading the child with closed questions.
-

Questioning Skills:

To avoid leading questions when clarifying what a child has said, **you should use open questions with a child** rather than closed questions. The following table gives some examples of both

Closed Questions	Open Questions
Do...?	Tell me...
Did...?	Explain to me...
Can...?	Describe to me...
Would...?	Who...
Could...?	What...
Are...?	When...
	How...
	Where...

Avoid using “Why” as this can confuse a child and lead to feelings of guilt.

Initial Responses to Child:

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

DO say:

“Thank you for telling me.”
 “I am sorry it has happened to you.”
 “I am going to help you, and will tell you what I am going to do.”
 “It should not have happened.”
 “You are not to blame.”

DO NOT say:

“It will be all right soon.”
 ...Or any statements or promises that you will not be able to fulfill.

✓ Safe Working Practice:

It is essential that all staff working in DBS are aware of how to pass on any concerns about other members of staff and be conscious of how they should conduct themselves to minimize the risk of finding themselves as the subject of any child protection processes.

In dealing with allegations or concerns against an adult in the school all staff should:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal as soon as possible and within 24 hours
- If an allegation is made against the Principal, the concerns need to be raised with the Superintendent as soon as possible and within 24 hours.
- In either event the Principal should contact the MOI Child Protection Centre on Telephone: 147 or 25632140

✓ **Safe Professional Culture:**

All staff should:

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress appropriately for their role
- Avoid unnecessary physical contact with children. If physical contact is made:
 - Ensure they are aware of and understand the rules concerning physical restraint
 - Where it is essential for educational or safety reasons, gain student's permission
 - for that contact wherever possible
 - Remove a student from a dangerous situation or an object from a student to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Principal
 - It should not be secretive; even if accidental contact was made, it should be reported.
 - Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to:
 - ❖ Accepting regular gifts from children
 - ❖ Giving personal gifts to children
 - Recognize their influence and not engage in activities out of school that might compromise their position within school.
 - Not establish or seek to establish social contact with students outside of school. This includes:
 - ❖ Communication with students in inappropriate ways, including personal e-mails and mobile telephones
 - ❖ Passing your home address, phone number, email address or other personal details to students/children
 - ❖ The transportation of students in your own vehicle without prior management approval
 - ❖ Contact through social networking sites.
 - Absolutely NOT house children overnight.

All staff should:

- Only use the school system to exchange e-mail with students. Do not use your personal email account(s)!
- Be careful about recording images of children and do this only when it is an approved educational activity. This is not allowed for children whose parents/guardians have submitted a “Media Non-Permission Form”.
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school and/or ADEC policies.
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture, and circumstances.
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy.
- Only arrange to meet with students in closed rooms when senior staff have been made aware of this in advance and given their approval.
- Not access inappropriate material via the internet.
- Not allow boundaries to become blurred and unsafe in more informal settings such as out of school activities.
- Never use a physical punishment of any kind.
- Not attribute touch to their teaching style.

All staff should inform the Principal immediately if:

- There are any incidents or issues that might lead to concerns being raised about your conduct towards a child.
- There is any suggestion a student may be infatuated with you or taking an above normal interest in you.

✓ **School Transportation**

It is important to ensure children are transported safely without risk of harm or abuse.

All drivers must:

- Hold a valid driving license for the type of vehicle being driven
- Have no medical condition which affects their ability to drive
- Ensure that any vehicle is roadworthy, including brakes, lights, tires, bodywork, wipers, mirrors etc.
- Adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle
- Be familiar with, and drive in accordance with, the road regulations at all times

Ministry of Education Circulars:

6038/2017

**Ministry of Education
The Public Administration for Private Education**

Date: 16/3/2016

**General Bulletin
For High Schools (Foreign Curricula /Bilingual)**

M/S: Directors of Private schools (Foreign Curricula /Bilingual)

Subject: Absence of students in High School

Please note that the procedures in case of absence of students in High School shall be as follows: The parent shall be informed of the absence of the student and the parent will sign of his acknowledgment. The notifications shall be as follows:

First warning	After the absence of 5 days without acceptable excuse
Second warning	After the absence of 10 days without acceptable excuse
Third warning	After the absence of 15 days without acceptable excuse

If the student's absence exceeded 15 continuous or separate days in the school year without acceptable excuse, he/she shall be discharged from school and he will be promoted to the next grade. This academic year shall be considered within the years of Retention or Failure in High School.

(Signed)
Abdullah Ali AL-Basri
For/ The Public Administration for Private Education

**Ministry of Education
The Public Administration for Private Education**

Date: 19/4/2017

**General Bulletin
For All Private schools (All Educational systems)
Concerning the prohibition of students mobile phones at Private Schools**

According to the Ministry of Education and school's regulations, students are prohibited from bringing mobile phones to schools.

The Public Administration for Private Education is concerned about executing decisions, which regulates the teaching process in order to ensure teaching and learning and students' attainment.

Therefore, The Public Administration for Private Education stresses the importance of abiding by its regulations and penalizing students who violate the decision.
Students who wish to bring their mobile phones should hand them in to school administration to be picked up at the end of school day.

The Public Administration for Private will take legal action against students who do not abide by the fore mentioned regulations.

Best regards

(Signed)
Sanad Mohammad AL-Mutairi
For/ The Public Administration for Private Education